



TĪKAROHIA TE MARAMA REALISE YOUR POTENTIAL

Assessment Support Materials

MAHINGA KAI



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority



Māori Qualifications Services
Te Ohu Tohu Mātauranga Māori



Assessment Support Materials

MAHINGA KAI

Introduction

Welcome to the Assessment Support Materials for Mahinga Kai.

The Assessment Support Materials for Tikanga have been developed to support you and the ākonga in achieving the outcomes of the unit standards listed below and are guidelines only. Please ensure you are using the most up to date standard by checking the NZQA website before using the materials in this booklet. If you would like to provide us with feedback on these materials or suggest changes to the content of this resource please contact us on Māori Qualification Services mqs@nzqa.govt.nz

Ngā mihi

Level 1

- 19531** Demonstrate knowledge of a native marine fish and a native marine shellfish species and its significance to Māori
- 19535** Demonstrate knowledge of a native freshwater fish and a shellfish species and its significance to Māori

Level 2

- 25469** Explain crop propagation in accordance with tikanga and crop requirements
- 25471** Explain the cultivation of crops in accordance with tikanga and crop requirements
- 25474** Explain the harvesting of crops in accordance with tikanga and crop requirements
- 25476** Explain crop storage practices in accordance with tikanga and crop requirements

Level 3

- 25470** Plan, prepare, carry out, and evaluate the propagation of crops in accordance with tikanga
- 25473** Plan, prepare, carry out, and evaluate the cultivation of crops in accordance with tikanga
- 25475** Plan, prepare, carry out, and evaluate the harvesting of crops in accordance with tikanga
- 25477** Plan, prepare, carry out, and evaluate the storage of crops in accordance with tikanga

'Te manu ka kai i te miro, nōna te ngahere
Te manu ka kai i te mātauranga, nōna te ao'

—

*'The bird that patakes of the berry, his is the forest.
The bird that patakes of knowledge, his is the world'*

Contents

UNIT STANDARD 19531 (version 5)	1
UNIT STANDARD 19535 (version 5)	7
UNIT STANDARD 25469 (version 5)	13
UNIT STANDARD 25471 (version 5)	23
UNIT STANDARD 25474 (version 5)	35
UNIT STANDARD 25476 (version 5)	45
UNIT STANDARD 25470 (version 6)	53
UNIT STANDARD 25473 (version 6)	61
UNIT STANDARD 25475 (version 6)	69
UNIT STANDARD 25477 (version 6)	75



MAHINGA KAI

UNIT STANDARD 19531 (VERSION 5)

Demonstrate knowledge of a native marine fish and a native marine shellfish species and its significance to Māori

(Level 1, Credits 5)

ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Whakamahi Whenua unit standard 19531: Demonstrate knowledge of a native marine fish and a native marine shellfish species and its significance to Māori.

Assessment criteria

Paetae/Achieved

There are TWO (2) assessment tasks for this standard that you must correctly complete to meet the overall assessment task.

Instructions

For this unit standard, you will research:

- The importance of one native marine fish and one native marine shellfish species to Māori in a local context.
- The characteristics that help one native marine fish and one native marine shellfish species to survive in its environment.
- The environmental relationships that one native marine fish and one native shellfish species develops within their own habitat.

Species of fish may include but are not limited to – hāpuka, kahawai, kanae, moki, oraora, pakaka, pātiki, tāmure, tarakihi, taraute, tawatawa, upokohue.

Species of shellfish may include but are not limited to - tuatua, pipi, pāua, tuangi, tio, kuku/kūtai, tipa, pūpū, ngākihi, kina.

Tikanga Māori – refers to the appropriate or “right” ways or practices that are associated to the harvesting and processing of native marine fish and a native marine shellfish species.

Whakapapa – refers to genealogical history and other oral accounts of a native marine fish and a native marine shellfish species.

Show may include pictures, photographs, and/or diagrams.

Tell includes a description of the pictures, photographs and/or diagrams.

Referencing

Please remember to reference where you get your information from for this task. You may talk to your kaiako/assessor about how to reference and/or use the examples below.

EXAMPLES OF REFERENCING STYLES

1 Book

King, M. (2000). *Wrestling with the angel: A life of Janet Frame*. Auckland, New Zealand: Viking.

2 Course handout/Lecture notes (electronic version)

Archard, S., Merry, R., & Nicholson, C. (2011). Karakia and waiata [PowerPoint slides]. Retrieved from TEPS757-11B (NET): Communities of Learners website: <http://elearn.waikato.ac.nz/mod/resource/view.php?id=174650>.

3 Film

Māori Television (Producer). (2016). Iwi Anthems, Series 2 Episode 5 [video file]. Retrieved from: <http://www.maoritelevision.com/tv/shows/iwi-anthems/S02E005/iwi-anthems-series-2-episode-5>.

4 Magazine/Newspaper article – popular/trade/general interest

Fox, D. (2015, 15 September). Viewpoint: Not one more acre. *Mana*. Retrieved from: <http://www.mana.co.nz/heritage/viewpoint.html>.

5 **Personal Communication (letters, telephone conversations, emails, personal interviews, private social networking) – no reference list entry required (not recoverable); however, for quoting or citing in text**

J. Jackson, personal communication, March 12, 2011.

6 **Webpage**

New Zealand Trade and Enterprise. (n.d.). Agribusiness. Retrieved from <https://www.nzte.govt.nz/en/export/market-research/agribusiness/>.

Conditions

- All activities must be correctly completed before credits are awarded.
- You and your pouako/assessor will discuss your choice of presentation method and resources (e.g. computer, cameras etc).
- Activities must be completed in class time only however the gathering of information may take place whenever the opportunity arises.
- Your pouako/assessor will discuss with you the processes for reassessment.
- Your pouako may arrange access to internet or libraries, to marae, art galleries, and museums.
- You may work in pairs or groups however you will be assessed individually.

Resources

- Pouako handouts, camera for photographs, folders etc to keep information in.
- NZ Fishes, Larry Paul (Revised Edition). Paul, L. J. New Zealand fishes: identification, natural history & fisheries / Larry Paul. Auckland (N.Z.): Reed, 2000.
- Coastal Fishes of NZ, An identification guide, Malcolm Francis. Francis, Malcolm, 1954. Auckland [N.Z.]: Reed, 2001.
- Te Tautoko 15 (He Kōrero mō Te Moki Na Roka Pāora). Te Tautoko 33.

Authenticity

As per NZQA requirements, all work submitted for assessment must be produced by you.

You may work with and learn from others to gather information from a variety of sources. However, your kaiako/assessor must be clear that the work to be assessed has been processed and produced by you.

To help manage authenticity of your work, you will need to use your own words (and provide references).

If you have any pātai, or are unsure about anything, talk to your kaiako/assessor.

For further information, please refer to the following link:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

Outcome 1

Explain the importance of one native marine fish and one native marine shellfish species to Māori in a local context.

Outcome 2

Explain the characteristics that help the native marine fish and the native marine shellfish species to survive in its environment.

Outcome 3

Explain the environmental relationships that the native marine fish and the native marine shellfish develops within their own habitat.

Assessment Task 1

TE IKA MĀORI NOHO WAITAI/NATIVE MARINE FISH

This is a research project.

Select and research **ONE (1) native marine fish species**.

Species of fish may include but are not limited to – hāpuka, kahawai, kanae, moki, pakaka, pātiki, tāmure, tarakihi, taraute.

Your research findings must:

1. Explain the whakapapa of the selected **native marine fish**.
2. Explain the significance of tikanga Māori associated with the selected **native marine fish**.
3. Describe the importance of the selected **native marine fish** to a local iwi.
4. Describe the environment of the selected **native marine fish** species in terms of its physical characteristics.
5. Describe the behavioural, feeding, and territorial characteristics of the selected **native marine fish** species that enables it to survive in its own habitat.
6. Explain the position of the selected **native marine fish** species in the food chain with other marine species.
7. Describe ONE (1) significant relationship that the **native marine fish** species has developed with another fish or plant species in their own environment.
8. Describe the nature and contribution of that relationship to the survival of the species.

Assessment Task 2

TE KAI MĀTAITAI MĀORI NOHO WAITAI/NATIVE MARINE SHELLFISH

This is a research project.

Select and research a native marine shell-fish species.

Species of shellfish may include but are not limited to - tuatua, pipi, pāua, tuangi, tio, kuku/kūtai, kina.

Your research findings must:

1. Explain the whakapapa of the selected **native marine shell-fish..**
2. Explain the significance of tikanga Māori associated with the selected **native marine shellfish.**
3. Describe the importance of the selected **native marine shellfish** to a local iwi..
4. Describe the environment of the selected **native marine shellfish** species in terms of its physical characteristics.
5. Describe the behavioural, feeding, and territorial characteristics of the selected **native marine shellfish** species that enables it to survive in its own habitat.
6. Explain the position of the selected **native marine shellfish** in the food chain with other marine species.
7. Describe ONE (1) significant relationship that the **native marine shellfish** species has developed with another fish or plant species in their own environment.
8. Describe the nature and contribution of that relationship to the survival of the species.



MAHINGA KAI

UNIT STANDARD 19535 (VERSION 5)

Demonstrate knowledge of a native freshwater fish and a shellfish species
and its significance to Māori

(Level 1, Credits 5)

ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Whakamahi Whenua unit standard 19535: Demonstrate knowledge of a native freshwater fish and a shellfish species and its significance to Māori.

Assessment criteria

Paetae/Achieved

There are TWO (2) assessment tasks for this standard that you must correctly complete to meet the overall assessment task.

Instructions

For this unit standard you will research:

- The importance of one freshwater fish and one freshwater shellfish species to Māori in a local context.
- The characteristics that help one freshwater fish and one freshwater shellfish species to survive in its environment.
- The environmental relationships that one freshwater fish and one freshwater shellfish species develops within their own habitat.

Species of freshwater fish may include but is not limited to – īnanga, tuna, kokopu, piharau, kowaro, paraki.

Species of shellfish – koura, kouraua, papaka, kakahi.

Tikanga Māori – refers to the appropriate or “right” ways or practices that are associated to the harvesting and processing of native freshwater fish and a native freshwater shellfish species.

Whakapapa – refers to genealogical history and other oral accounts of a native freshwater fish and a native freshwater shellfish species.

Show may include pictures, photographs, and/or diagrams.

Tell includes a description of the pictures, photographs and/or diagrams.

Conditions

- All activities must be correctly completed before credits are awarded.
- You and your pouako/assessor will discuss your choice of presentation method and resources (e.g. computer, cameras etc).
- Activities must be completed in class time only however the gathering of information may take place whenever the opportunity arises.
- Your pouako/assessor will discuss with you the processes for reassessment.
- Your pouako may arrange access to internet or libraries, to marae, art galleries, and museums.
- You may work in pairs or groups however you will be assessed individually.

Resources

- Pouako handouts, camera for photographs, folders etc to keep information in.
- NZ Fishes, Larry Paul (Revised Edition). Paul, L. J. New Zealand fishes: identification, natural history & fisheries / Larry Paul. Auckland (N.Z.): Reed, 2000.
- Coastal Fishes of NZ, An identification guide, Malcolm Francis. Francis, Malcolm, 1954. Auckland [N.Z.]: Reed, 2001.
- Te Tautoko 15 (He Kōrero mō Te Moki Na Roka Pāora). Te Tautoko 33.
- Wellington Learning Media c 1998 <http://www.learningmedia.co.nz/moecat.php>

Authenticity

As per NZQA requirements, all work submitted for assessment must be produced by you.

You may work with and learn from others to gather information from a variety of sources. However, your kaiako/assessor must be clear that the work to be assessed has been processed and produced by you.

To help manage authenticity of your work, you will need to use your own words (and provide references).

If you have any pātai, or are unsure about anything, talk to your kaiako/assessor.

For further information, please refer to the following link:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

Referencing

Please remember to reference where you get your information from for this task. You may talk to your kaiako/assessor about how to reference and/or use the examples below.

EXAMPLES OF REFERENCING STYLES

1 Book

King, M. (2000). *Wrestling with the angel: A life of Janet Frame*. Auckland, New Zealand: Viking.

2 Course handout/Lecture notes (electronic version)

Archard, S., Merry, R., & Nicholson, C. (2011). Karakia and waiata [PowerPoint slides]. Retrieved from TEPS757-11B (NET): Communities of Learners website: <http://elearn.waikato.ac.nz/mod/resource/view.php?id=174650>.

3 Film

Māori Television (Producer). (2016). Iwi Anthems, Series 2 Episode 5 [video file]. Retrieved from: <http://www.maoritelevision.com/tv/shows/iwi-anthems/S02E005/iwi-anthems-series-2-episode-5>.

4 Magazine/Newspaper article – popular/trade/general interest

Fox, D. (2015, 15 September). Viewpoint: Not one more acre. *Mana*. Retrieved from: <http://www.mana.co.nz/heritage/viewpoint.html>.

5 Personal Communication (letters, telephone conversations, emails, personal interviews, private social networking) – no reference list entry required (not recoverable); however, for quoting or citing in text

J. Jackson, personal communication, March 12, 2011.

6 Webpage

New Zealand Trade and Enterprise. (n.d.). Agribusiness. Retrieved from <https://www.nzte.govt.nz/en/export/market-research/agribusiness/>.

ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

Outcome 1

Explain the importance of one native freshwater fish and one native freshwater shellfish species to Māori in a local context.

Outcome 2

Explain the characteristics that help the native freshwater fish and the native freshwater shellfish species to survive in its environment.

Outcome 3

Explain the environmental relationships that the native freshwater fish and the native freshwater shellfish develops within their own habitat.

Assessment Task 1

TE IKA MĀORI NOHO WAITAI/NATIVE MARINE FISH

This is a research project.

Select and research **ONE (1) native marine fish species**.

Species of fish may include but are not limited to – hāpuka, kahawai, kanae, moki, pakaka, pātiki, tāmure, tarakihi, taraute.

Your research findings must:

1. Explain the selected **native freshwater fish** whakapapa.
2. Explain the significance of tikanga Māori associated with the selected **native freshwater fish**.
3. Describe the importance of the selected **native freshwater fish** to a local iwi.
4. Describe the environment of the selected **native freshwater fish** species in terms of its physical characteristics.
5. Describe the behavioural, feeding, and territorial characteristics of the selected **native freshwater fish** species that enables it to survive in its own habitat.
6. Explain the position of the selected native **freshwater fish** species in the food chain with other marine species.
7. Describe one significant relationship with another fish or plant species and the nature and contribution of that relationship to its own survival.

Assessment Task 2

TE MĀTAITAI MĀORI NOHO WAI MĀORI/NATIVE FRESHWATER SHELLFISH

This is a research project.

Select and research ONE (1) native freshwater shell-fish species.

Your research findings must:

1. Explain the selected native **freshwater shellfish** whakapapa
2. Explain the significance of tikanga Māori associated with the selected native **freshwater shellfish**.
3. Describe the importance of the selected native **freshwater shellfish** to a local iwi.
4. Describe the environment of the selected native **freshwater shellfish** species in terms of its physical characteristics.
5. Describe the behavioural, feeding, and territorial characteristics of the selected native **freshwater shellfish** species that enables it to survive in its own habitat.
6. Explain the position of the selected native **freshwater shellfish** species in the food chain with other marine species
7. Describe one significant relationship with another fish or plant species and the nature and contribution of that relationship to its own survival.

Notes:



MAHINGA KAI

UNIT STANDARD 25469 (VERSION 5)

Explain crop propagation in accordance with tikanga and crop requirements.

(Level 2, Credits 6)

ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Whakamahi Whenua unit standard 25469: **Explain crop propagation in accordance with tikanga and crop requirements.**

Assessment criteria

Paetae/Achieved

You must complete all assessment tasks correctly to gain credits for this standard.

There is **ONE (1) OVERALL** assessment task for this standard and there are **THREE (3)** assessment tasks that you must correctly complete to meet the overall assessment task for this unit standard at Paetae/Achieved or Not Achieved.

Instructions

Observe and listen to your kaiako carefully, take notes, photographs, or do illustrations as you go and keep them in a portfolio.

All the information must meet the requirements of the selected crops and is in accordance with local tikanga.

There are spaces for answers, however, this assessment may be presented orally, visually or in writing. This may include, but is not limited to 3D images/printings, power point presentations, videos, photos, illustrations, performances, etc.

Referencing

Please remember to reference where you get your information from for this task. You may talk to your kaiako/assessor about how to reference and/or use the examples below.

EXAMPLES OF REFERENCING STYLES

1 Book

King, M. (2000). *Wrestling with the angel: A life of Janet Frame*. Auckland, New Zealand: Viking.

2 Course handout/Lecture notes (electronic version)

Archard, S., Merry, R., & Nicholson, C. (2011). Karakia and waiata [PowerPoint slides]. Retrieved from TEPS757-11B (NET): Communities of Learners website: <http://elearn.waikato.ac.nz/mod/resource/view.php?id=174650>.

3 Film

Māori Television (Producer). (2016). Iwi Anthems, Series 2 Episode 5 [video file]. Retrieved from: <http://www.maoritelevision.com/tv/shows/iwi-anthems/S02E005/iwi-anthems-series-2-episode-5>.

4 Magazine/Newspaper article – popular/trade/general interest

Fox, D. (2015, 15 September). Viewpoint: Not one more acre. *Mana*. Retrieved from: <http://www.mana.co.nz/heritage/viewpoint.html>.

5 Personal Communication (letters, telephone conversations, emails, personal interviews, private social networking) – no reference list entry required (not recoverable); however, for quoting or citing in text

J. Jackson, personal communication, March 12, 2011.

6 Webpage

New Zealand Trade and Enterprise. (n.d.). Agribusiness. Retrieved from <https://www.nzte.govt.nz/en/export/market-research/agribusiness/>.

Conditions

- Your kaiako/assessor will discuss with you the requirements of achieving this unit standard (this may include time allowed to complete assessment, pre-assessment preparation, assessment, marking, post-assessment follow-up, and (if needed) reassessment).
- All tasks must be completed correctly to achieve the unit standard.
- You and your kaiako/assessor will discuss your choice of presentation method and any resources you might need (includes, but not limited to, whānau, marae, computer, cameras, internet access, art galleries, museums, archives, handouts).

Authenticity

As per NZQA requirements, all work submitted for assessment must be produced by you.

You may work with and learn from others to gather information from a variety of sources. However, your kaiako/assessor must be clear that the work to be assessed has been processed and produced by you.

To help manage authenticity of your work, you will need to use your own words (and provide references).

If you have any pātai, or are unsure about anything, talk to your kaiako/assessor.

For further information, please refer to the following link:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

SELECT TWO (2) ROOT AND TWO (2) SEED GROWN CROPS" and EXPLAIN the Propagation of crops in accordance with crops requirements and local tikanga.

Root grown crops may include but are not limited to – kūmara, rīwai, taro, beets, turnips and parsnips.

Selection must include kūmara or rīwai and one other root grown crop.

Seed grown crops must include one of – kānga, kamokamo, or paukena.

Remember: Evidence must –

- include TWO (2) root grown and TWO (2) seed grown crops in all activities
- meet the requirements of crops and local tikanga.

Outcome 1

Explain the selection and preparation of a crop for propagation in accordance with tikanga and crop requirements.

Assessment Task 1

Describe how to select and prepare crops for propagation.

Explanation includes TWO (2) criteria to select crops for propagation. That may include but is not limited to – size, shape, number of eyes, female, male.

Explanation includes TWO (2) processes to prepare crops for propagation. That may include but is not limited to – size, shape, number of eyes, female, male.

Outcome 2

Explain the preparation process of the propagation bed in accordance with tikanga and crop requirements.

Assessment Task 2

Explain how to prepare the propagation bed for crops.

Explanation includes TWO (2) processes to make up the propagation bed.

That may include but is not limited to – environment, soil variances, adequate light, materials.

Explanation includes TWO (2) processes to modify and develop the soil for the propagation bed.
That may include but is not limited to – aeration, temperature, drainage.

Outcome 3

Explain the propagation of crops and maintenance of the propagation bed in accordance with tikanga and crop requirements.

Assessment Task 3

Explain when to propagate crops, and how to maintain the propagation bed.

Explanation includes seasons for propagation of crops. That includes the māramataka and observations of Matariki.

Explanation includes TWO (2) propagation methods for crops. That may include but is not limited to – single layer, spacing, straight line.

Explanation includes TWO (2) requirements for the maintenance of the propagation bed.

That may include but is not limited to- water levels, weeds, moisture, disease, animal infestation, rua/pakoro/whata.



MAHINGA KAI

UNIT STANDARD 25471 (VERSION 5)

Explain the cultivation of crops in accordance with tikanga and crop requirements

(Level 2, Credits 6)

ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Whakamahi Whenua unit standard 25471: **Explain the cultivation of crops in accordance with tikanga and crop requirements.**

Assessment criteria

Paetae/Achieved

You must complete all assessment tasks correctly to gain credits for this standard. There is ONE (1) OVERALL assessment task for this standard and there are THREE (3) assessment tasks that you must correctly complete to meet the overall assessment task for this unit standard at Paetae/Achieved or Not Achieved.

Instructions

For this unit standard; you will:

Observe and listen to your kaiako carefully, take notes, photographs, or do illustrations as you go and keep them in a portfolio.

All the information must meet the requirements of the selected crops and is in accordance with local tikanga.

There are spaces for answers, however this assessment may be presented orally, visually or in writing. This may include, but is not limited to 3D images/printings, power point presentations, videos, photos, illustrations, performances, etc.

Conditions

- All activities must be correctly completed before credits are awarded.
- You and your pouako/assessor will discuss your choice of presentation method and resources (e.g. computer, cameras etc).
- Activities must be completed in class time only however the gathering of information may take place whenever the opportunity arises.
- Your pouako/assessor will discuss with you the processes for reassessment.
- Your pouako may arrange access to internet or libraries, to marae, art galleries, and museums.
- You may work in pairs or groups however you will be assessed individually.

Referencing

Please remember to reference where you get your information from for this task. You may talk to your kaiako/assessor about how to reference and/or use the examples below.

EXAMPLES OF REFERENCING STYLES

1 Book

King, M. (2000). *Wrestling with the angel: A life of Janet Frame*. Auckland, New Zealand: Viking.

2 Course handout/Lecture notes (electronic version)

Archard, S., Merry, R., & Nicholson, C. (2011). Karakia and waiata [PowerPoint slides]. Retrieved from TEPS757-11B (NET): Communities of Learners website: <http://elearn.waikato.ac.nz/mod/resource/view.php?id=174650>.

3 Film

Māori Television (Producer). (2016). Iwi Anthems, Series 2 Episode 5 [video file]. Retrieved from: <http://www.maoritelevision.com/tv/shows/iwi-anthems/S02E005/iwi-anthems-series-2-episode-5>.

4 Magazine/Newspaper article – popular/trade/general interest

Fox, D. (2015, 15 September). Viewpoint: Not one more acre. *Mana*. Retrieved from: <http://www.mana.co.nz/heritage/viewpoint.html>.

5 **Personal Communication (letters, telephone conversations, emails, personal interviews, private social networking) – no reference list entry required (not recoverable); however, for quoting or citing in text**

J. Jackson, personal communication, March 12, 2011.

6 **Webpage**

New Zealand Trade and Enterprise. (n.d.). Agribusiness. Retrieved from <https://www.nzte.govt.nz/en/export/market-research/agribusiness/>.

Resources

- Pouako handouts, camera for photographs, folders etc to keep information in.

Authenticity

As per NZQA requirements, all work submitted for assessment must be produced by you.

You may work with and learn from others to gather information from a variety of sources. However, your kaiako/assessor must be clear that the work to be assessed has been processed and produced by you.

To help manage authenticity of your work, you will need to use your own words (and provide references).

If you have any pātai, or are unsure about anything, talk to your kaiako/assessor.

For further information, please refer to the following link:

<http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/authenticity/>.

ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

SELECT TWO ROOT AND TWO SEED GROWN CROPS" and EXPLAIN the CULTIVATION of crops in accordance with selected crops requirements and local tikanga.

Root grown crops may include but are not limited to: kūmara, rīwai, taro, beets, turnips and parsnips.

Selection must include **kūmara** or **rīwai** and one other root grown crop.

Seed grown crops must include one of – kānga, kamokamo, or paukena

Outcome 1

Explain the preparation of the māra for cultivation in accordance with tikanga and crop requirements.

Assessment Task 1

Explain the preparation of the māra for cultivation.

Explanation includes

TWO (2) processes to select and prepare the māra site for cultivation that may include but is not limited to –

- environment
- adequate light
- orientation aspect
- soil volumes

Explanation includes

TWO (2) processes to prepare the soil of the māra for cultivation that may include but is not limited to –

- weed free
- friable
- moisture content.

TWO (2) processes to modify and develop the soil of the māra for cultivation that may include but is not limited to –

- aeration
- temperature
- drainage.

Outcome 2 Explain the planting of crops in accordance with tikanga and crop requirements.

Range may include but not limited to – riwai, hue, kumara; evidence of two is required.

Assessment Task 2

Explain the planting of crops.

Explanation includes

The seasons for planting crops –

- the māramataka, and
- observations of Matariki.

Explanation includes

TWO (2) methods for planting crops.that may include but is not limited to –

- single layer
- spacing
- straight line
- contour aspect.

Outcome 3 Explain the maintenance of crops in accordance with tikanga and crop requirements..**Assessment Task 3****Explain the maintenance of crops.****Explanation includes**

TWO (2) irrigation systems used to maintain crops that may include but is not limited to –

- natural
- hand held
- automatic.

Explanation includes

TWO (2) furrowing and mounding methods to maintain crops that may include but is not limited to –

- manual
- mechanical.

Explanation includes

TWO (2) fertiliser applications used to maintain crops that may include but is not limited to –

- natural
- organic matter
- artificial.

Explanation includes

TWO (2) weeding methods used to maintain crops that includes

- manual weeding, and
- mechanical.

Notes:



MAHINGA KAI

UNIT STANDARD 25474 (VERSION 5)

Explain the harvesting of crops in accordance with tikanga and
croprequirements

(Level 2, Credits 6)

ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Whakamahi Whenua unit standard 25474: **Explain the harvesting of crops in accordance with tikanga and crop requirements**

Assessment criteria

Paetae/Achieved

You must complete all assessment tasks correctly to gain credits for this standard. There is ONE (1) OVERALL assessment task for this standard and there are THREE (3) assessment tasks that you must correctly complete to meet the overall assessment task for this unit standard at Paetae/Achieved or Not Achieved.

Instructions

For this unit standard; you will:

Observe and listen to your kaiako carefully, take notes, photographs, or do illustrations as you go and keep them in a portfolio.

All the information must meet the requirements of the selected crops and is in accordance with local tikanga.

There are spaces for answers, however this assessment may be presented orally, visually or in writing. This may include, but is not limited to 3D images/printings, power point presentations, videos, photos, illustrations, performances, etc.

Referencing

Please remember to reference where you get your information from for this task. You may talk to your kaiako/assessor about how to reference and/or use the examples below.

EXAMPLES OF REFERENCING STYLES

1 Book

King, M. (2000). *Wrestling with the angel: A life of Janet Frame*. Auckland, New Zealand: Viking.

2 Course handout/Lecture notes (electronic version)

Archard, S., Merry, R., & Nicholson, C. (2011). Karakia and waiata [PowerPoint slides]. Retrieved from TEPS757-11B (NET): Communities of Learners website: <http://elearn.waikato.ac.nz/mod/resource/view.php?id=174650>.

3 Film

Māori Television (Producer). (2016). Iwi Anthems, Series 2 Episode 5 [video file]. Retrieved from: <http://www.maoritelevision.com/tv/shows/iwi-anthems/S02E005/iwi-anthems-series-2-episode-5>.

4 Magazine/Newspaper article – popular/trade/general interest

Fox, D. (2015, 15 September). Viewpoint: Not one more acre. *Mana*. Retrieved from: <http://www.mana.co.nz/heritage/viewpoint.html>.

5 Personal Communication (letters, telephone conversations, emails, personal interviews, private social networking) – no reference list entry required (not recoverable); however, for quoting or citing in text

J. Jackson, personal communication, March 12, 2011.

6 Webpage

New Zealand Trade and Enterprise. (n.d.). Agribusiness. Retrieved from <https://www.nzte.govt.nz/en/export/market-research/agribusiness/>.

Conditions

- All activities must be correctly completed before credits are awarded.
- You and your pouako/assessor will discuss your choice of presentation method and resources (e.g. computer, cameras etc).
- Activities must be completed in class time only however the gathering of information may take place whenever the opportunity arises.
- Your pouako/assessor will discuss with you the processes for reassessment.
- Your pouako may arrange access to internet or libraries, to marae, art galleries, and museums.
- You may work in pairs or groups however you will be assessed individually.

Resources

- Pouako handouts, camera for photographs, folders etc to keep information in.

Authenticity

As per NZQA requirements, all work submitted for assessment must be produced by you.

You may work with and learn from others to gather information from a variety of sources. However, your kaiako/assessor must be clear that the work to be assessed has been processed and produced by you.

To help manage authenticity of your work, you will need to use your own words (and provide references).

If you have any pātai, or are unsure about anything, talk to your kaiako/assessor.

For further information, please refer to the following link:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

SELECT TWO ROOT and TWO SEED GROWN CROPS" and EXPLAIN the HARVESTING of crops in accordance with local tikanga.

Root grown crops may include but are not limited to – kūmara, rīwai, taro, beets, turnips and parsnips.

Selection must include kūmara or rīwai and one other root grown crop.

Seed grown crops must include one of – kānga, kamokamo, or paukena.

Outcome 1 **Explain the preparation process for harvesting of crops in accordance with tikanga and crop requirements.**

Assessment Task 1

Explain preparation process for harvesting crops.

Explanation includes

Two (2) tikanga either before harvesting OR after harvesting of crops that may include

- mana atua
- mana whenua
- mana tangata.

Explanation includes

TWO (2) equipment and tools for harvesting that may include:

- manual
- mechanical.

Outcome 2 Explain the importance of timing in the harvesting of crops in accordance with tikanga and crop requirements.

Assessment Task 2

Explain the importance of timing in the harvesting of crops.

Explanation includes

TWO (2) optimum times for harvesting crops, that may include:

- aspects of maturity
- maramataka
- observation of Matariki
- companion planting.

Explanation includes

TWO (2) method of harvesting crops that may include

- manual
- mechanical.

Outcome 3 Explain the preparation process of crops for storage and grading in accordance with tikanga and crop requirements.

Assessment Task 3

Explain the preparation process of crops for storage during harvest.

Explanation includes

TWO (2) processes for grading of crops for storage during harvest that may include but is not limited to:

- seeds for re-generation
- animal feed
- whānau consumption
- marketing.

Explanation includes

ONE (1) storage facility:

- indoor
- outdoor.

Notes:



MAHINGA KAI

UNIT STANDARD 25476 (VERSION 5)

Explain crop storage practices in accordance with tikanga and crop requirements

(Level 2, Credits 6)

ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Whakamahi Whenua unit standard 25476: **Explain crop storage practices in accordance with tikanga and crop requirements**

Assessment criteria

Paetae/Achieved

There is ONE (1) OVERALL assessment task for this standard and there are THREE (3) assessment tasks that you must correctly complete to meet the overall assessment task for this unit standard at Paetae/Achieved or Not Achieved.

Instructions

For this unit standard, you will:

Observe and listen to your kaiako carefully, take notes, photographs, or do illustrations as you go and keep them in a portfolio.

All the information must meet the requirements of the selected crops and is in accordance with local tikanga.

There are spaces for answers, however this assessment may be presented orally, visually or in writing. This may include, but is not limited to 3D images/printings, power point presentations, videos, photos, illustrations, performances, etc.

Referencing

Please remember to reference where you get your information from for this task. You may talk to your kaiako/assessor about how to reference and/or use the examples below.

EXAMPLES OF REFERENCING STYLES

1 Book

King, M. (2000). *Wrestling with the angel: A life of Janet Frame*. Auckland, New Zealand: Viking.

2 Course handout/Lecture notes (electronic version)

Archard, S., Merry, R., & Nicholson, C. (2011). Karakia and waiata [PowerPoint slides]. Retrieved from TEPS757-11B (NET): Communities of Learners website: <http://elearn.waikato.ac.nz/mod/resource/view.php?id=174650>.

3 Film

Māori Television (Producer). (2016). Iwi Anthems, Series 2 Episode 5 [video file]. Retrieved from: <http://www.maoritelevision.com/tv/shows/iwi-anthems/S02E005/iwi-anthems-series-2-episode-5>.

4 Magazine/Newspaper article – popular/trade/general interest

Fox, D. (2015, 15 September). Viewpoint: Not one more acre. *Mana*. Retrieved from: <http://www.mana.co.nz/heritage/viewpoint.html>.

5 Personal Communication (letters, telephone conversations, emails, personal interviews, private social networking) – no reference list entry required (not recoverable); however, for quoting or citing in text

J. Jackson, personal communication, March 12, 2011.

6 Webpage

New Zealand Trade and Enterprise. (n.d.). Agribusiness. Retrieved from <https://www.nzte.govt.nz/en/export/market-research/agribusiness/>.

Conditions

- All activities must be correctly completed before credits are awarded.
- You and your kaiako/assessor will discuss your choice of presentation method and resources (e.g. computer, cameras etc).
- Activities must be completed in class time only however the gathering of information may take place whenever the opportunity arises.
- Your kaiako/assessor will discuss with you the processes for reassessment.
- Your kaiako may arrange access to internet or libraries, to marae, art galleries, and museums.
- You may work in pairs or groups however you will be assessed individually.

Resources

- Pouako handouts, camera for photographs, folders etc to keep information in.

Authenticity

As per NZQA requirements, all work submitted for assessment must be produced by you.

You may work with and learn from others to gather information from a variety of sources. However, your kaiako/assessor must be clear that the work to be assessed has been processed and produced by you.

To help manage authenticity of your work, you will need to use your own words (and provide references).

If you have any pātai, or are unsure about anything, talk to your kaiako/assessor.

For further information, please refer to the following link:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

SELECT THREE CROPS and EXPLAIN STORAGE PRACTICES for crops in accordance with local tikanga.

Crops may include but is not limited to kānga, rīwai, kamokamo, paukena, taro, kūmara.

Outcome 1 Explain crop storage practices in accordance with tikanga and crop requirements.

Assessment Task 1

Explain storage practices for three crops.

Explanation includes

TWO local crop storage practices that may include but is not limited to –

- methods
- requirements
- procedures
- processes.

Explanation includes

TWO local crop storage facilities that may include

- under-ground
- indoors
- material.

Local environmental conditions for crop storage.

L
E
V
E
L

2

TWO factors involved in the storage of the crops that may include but is not limited to –

- temperature
- kiore (rats)
- moisture.

Notes:



MAHINGA KAI

UNIT STANDARD 25470 (VERSION 6)

Plan, prepare, carry out, and evaluate the propagation of crops in
accordance with tikanga

(Level 3, Credits 10)

L
E
V
E
L

3

ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Whakamahi Whenua unit standard 25470: **Plan, prepare, carry out, and evaluate the propagation of crops in accordance with tikanga**

Assessment criteria

Paetae/Achieved

Plan, prepare, carry out, and evaluate the propagation of crops in accordance with tikanga

Instructions

For this unit standard you will:

- Develop a propagation plan.
- Prepare the propagation bed.
- Carry out the propagation of a crops and the maintenance of the propagation bed and the crop.
- Write an evaluation report on the production of the crop.

If you have completed unit standard 25469 you may choose a crop from your instruction manual.

Referencing

Please remember to reference where you get your information from for this task. You may talk to your kaiako/assessor about how to reference and/or use the examples below.

EXAMPLES OF REFERENCING STYLES

1 Book

King, M. (2000). *Wrestling with the angel: A life of Janet Frame*. Auckland, New Zealand: Viking.

2 Course handout/Lecture notes (electronic version)

Archard, S., Merry, R., & Nicholson, C. (2011). Karakia and waiata [PowerPoint slides]. Retrieved from TEPS757-11B (NET): Communities of Learners website: <http://elearn.waikato.ac.nz/mod/resource/view.php?id=174650>.

3 Film

Māori Television (Producer). (2016). Iwi Anthems, Series 2 Episode 5 [video file]. Retrieved from: <http://www.maoritelevision.com/tv/shows/iwi-anthems/S02E005/iwi-anthems-series-2-episode-5>.

4 Magazine/Newspaper article – popular/trade/general interest

Fox, D. (2015, 15 September). Viewpoint: Not one more acre. *Mana*. Retrieved from: <http://www.mana.co.nz/heritage/viewpoint.html>.

5 Personal Communication (letters, telephone conversations, emails, personal interviews, private social networking) – no reference list entry required (not recoverable); however, for quoting or citing in text

J. Jackson, personal communication, March 12, 2011.

6 Webpage

New Zealand Trade and Enterprise. (n.d.). Agribusiness. Retrieved from <https://www.nzte.govt.nz/en/export/market-research/agribusiness/>.

Conditions

- Your kaiako/assessor will discuss with you the requirements of achieving this unit standard (this may include time allowed to complete assessment, pre-assessment preparation, assessment, marking, post-assessment follow-up, and (if needed) reassessment).
- All tasks must be completed correctly to achieve the unit standard.
- You and your kaiako/assessor will discuss your choice of presentation method and any resources you might need (includes, but not limited to, whānau, marae, computer, cameras, internet access, art galleries, museums, archives, handouts).

Authenticity

As per NZQA requirements, all work submitted for assessment must be produced by you.

You may work with and learn from others to gather information from a variety of sources. However, your kaiako/assessor must be clear that the work to be assessed has been processed and produced by you.

To help manage authenticity of your work, you will need to use your own words (and provide references).

If you have any pātai, or are unsure about anything, talk to your kaiako/assessor.

For further information, please refer to the following link:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

Outcome 1 Plan the propagation of crops in accordance with tikanga and crop requirements.
Assessment Task 1
Develop a propagation plan for two crops in accordance with crops requirements and tikanga.
PROPAGATION PLAN
Select TWO crops for propagation

CROP 1

CROP 2

Plan includes TWO objectives that may include but is not limited to:

- production
- quality
- seed sources
- future prospects.

Plan includes a layout of the land for propagation that may include any TWO from the following list:

- environment
- adequate light
- orientation
- aspect
- soil variances.

 L
E
V
E
L

3

Plan includes the times and seasons for propagation to take place:

- use the māramataka, and
- the observations of Matariki.

Plan includes TWO techniques that may include but is not limited to:

- mounding
- broadcasting
- transplanting
- manual planting
- mechanical planting
- contour
- aspect

Plan includes the MAINTENANCE of the propagation bed, that may include TWO of the following:

- materials
- aeration
- temperature
- drainage.

The plan includes a forecast for at least TWO deviations that may include but is not limited to:

- weather conditions
- equipment shortage or breakdowns
- crop diseases.

ASSESSMENT TASKS TWO and THREE are practical and group activities; however, you will be assessed individually.

Outcome 2 Prepare the propagation bed in accordance with the plan, tikanga and crop requirements.

Assessment Task 2

Develop a propagation plan for two crops in accordance with crops requirements and local tikanga.

WORK and PREPARE the soil for propagation, until the soil is any TWO of the following conditions:

- weed free
- friable
- moisture content

Make up the propagation bed making sure the bed provides TWO of the following –

- aeration
- temperature
- drainage.

PREPARE TWO tools manual and/or mechanical.

(The assessor will have a checklist to check off as you work that must be accompanied with photographs or digital).

Outcome 3 Carry out the propagation of crops in accordance with the plan, tikanga, and crop requirements.

Assessment Task 3

CARRY OUT the propagation AND maintenance of the propagation bed and crops in accordance with: the plan

The assessor will have a checklist to check off as you work.

Assessment Task 4

Write an evaluation report on the propagation of crops. The report must evaluate:

Write an evaluation report on the propagation of crops. The report must evaluate:

- the techniques applied in the propagation of the crop in terms of the outcome of the crop
- any deviations from the plan in terms of the effects crops and the outcome of the crop
- areas for improvement in the propagation of crops to enhance the future outcome of the crop
- in accordance with crop requirements and local tikanga.

EVALUATION REPORT

Notes:



MAHINGA KAI

UNIT STANDARD 25473 (VERSION 6)

Plan, prepare, carry out, and evaluate the cultivation of crops in accordance with tikanga

(Level 3, Credits 10)

L
E
V
E
L

3

ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Whakamahi Whenua unit standard 25473: **Plan, prepare, carry out, and evaluate the cultivation of crops in accordance with tikanga**

Assessment criteria

Paetae/Achieved

There are FOUR assessment tasks for this standard that you must correctly complete to be awarded the credits.

Instructions

For this unit standard, you will:

- Develop a cultivation plan.
- Prepare the cultivation bed.
- Carry out the cultivation of a crops and the maintenance of the propagation bed and the crop.
- Write an evaluation report on the production of the crop.

If you have completed unit standard 25469 you and your whānau, hapū or hapori may choose a crop from your instruction manual.

Referencing

Please remember to reference where you get your information from for this task. You may talk to your kaiako/assessor about how to reference and/or use the examples below.

EXAMPLES OF REFERENCING STYLES

1 Book

King, M. (2000). *Wrestling with the angel: A life of Janet Frame*. Auckland, New Zealand: Viking.

2 Course handout/Lecture notes (electronic version)

Archard, S., Merry, R., & Nicholson, C. (2011). Karakia and waiata [PowerPoint slides]. Retrieved from TEPS757-11B (NET): Communities of Learners website: <http://elearn.waikato.ac.nz/mod/resource/view.php?id=174650>.

3 Film

Māori Television (Producer). (2016). Iwi Anthems, Series 2 Episode 5 [video file]. Retrieved from: <http://www.maoritelevision.com/tv/shows/iwi-anthems/S02E005/iwi-anthems-series-2-episode-5>.

4 Magazine/Newspaper article – popular/trade/general interest

Fox, D. (2015, 15 September). Viewpoint: Not one more acre. *Mana*. Retrieved from: <http://www.mana.co.nz/heritage/viewpoint.html>.

5 Personal Communication (letters, telephone conversations, emails, personal interviews, private social networking) – no reference list entry required (not recoverable); however, for quoting or citing in text

J. Jackson, personal communication, March 12, 2011.

6 Webpage

New Zealand Trade and Enterprise. (n.d.). Agribusiness. Retrieved from <https://www.nzte.govt.nz/en/export/market-research/agribusiness/>.

Conditions

- All activities must be correctly completed before credits are awarded.
- You and your pouako/assessor will discuss your choice of presentation method and resources (e.g. computer, cameras etc).
- Activities must be completed in class time only however the gathering of information may take place whenever the opportunity arises.
- Your pouako/assessor will discuss with you the processes for reassessment.
- Your pouako may arrange access to internet or libraries, to marae, art galleries, and museums.
- You may work in pairs or groups however you will be assessed individually.

Resources

- Pouako handouts, camera for photographs, folders etc to keep information in.

Authenticity

As per NZQA requirements, all work submitted for assessment must be produced by you.

You may work with and learn from others to gather information from a variety of sources. However, your kaiako/assessor must be clear that the work to be assessed has been processed and produced by you.

To help manage authenticity of your work, you will need to use your own words (and provide references).

If you have any pātai, or are unsure about anything, talk to your kaiako/assessor.

For further information, please refer to the following link:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

Outcome 1 Plan the cultivation of crops in accordance with tikanga and crop requirements.

Assessment Task 1

Cultivation Plan

In consultation with your whānau, hapū or hapori:

1. Select at least TWO crops for cultivation
2. Develop a cultivation plan in accordance with crops requirements and local tikanga

Write at least TWO objectives for the cultivation plan.

Objectives may include but is not limited to:

- soil management
- land cultivation
- crop production
- resources
- future prospects.

Draw a site plan and plan the site for cultivation.

- environment
- local knowledge
- soil variances.

Analyse the maramataka and the observations of Matariki and plan the times, and seasons cultivation takes place.

Investigate techniques in terms of planning the cultivation of crops.

Plan must include at least TWO techniques that includes but is not limited to:

- mounding
- broadcasting
- transplanting
- manual planting
- mechanical planting
- contour
- aspect.

Evaluate the requirements of the crops and plan for the maintenance of the propagation bed and crops.

Plan must include at least TWO of the following:

- material
- aeration
- temperature
- drainage.

Forecast at least TWO deviations to the plan that may include but is not limited to:

- weather conditions
- equipment shortage or breakdowns
- crop diseases.

Present your plan to the whānau, hapū or hapori for their approval.

Outcome 2 Prepare the cultivation bed in accordance with the plan, tikanga and crop requirements.

Assessment Task 2

Prepare māra kai

This is a practical and group activity: however, you will be assessed individually.

Prepare the māra in accordance with crops requirements and local tikanga.

Work to prepare and develop the soil for cultivation making sure the soil that may include at least TWO from the following list:

- weed free
- friable
- moisture content.

Make up the māra using the correct materials, to ensure the bed provides at least TWO from the following list:

- aeration
- temperature
- drainage.

Prepare the appropriate tools to carry out the cultivation of the crops in accordance with crops requirements and local tikanga

Outcome 3 Carry out the cultivation of the crops in accordance with the plan, tikanga, and crop requirements.

Assessment Task 3

Maintenance of crops

This is a practical and group activity however you will be assessed individually.

Carry out the cultivation of crops and the maintenance of the cultivation bed and crops in accordance with:

- the plan
- crops requirements
- local tikanga.

Outcome 4 Evaluate the cultivation of the crops

Assessment Task 4

Evaluate the outcome

Write an evaluation report on the cultivation of crops. The report must evaluate: Carry out the cultivation of crops and the maintenance of the cultivation bed and crops in accordance with:

- the techniques applied in the cultivation of the crop in relation to the outcome of the crop
- any deviations from the plan in relation to the impacts on the outcome of the crop
- areas for improvement in the cultivation of crops to enhance the future outcome of the crop.

Notes:

Notes:



MAHINGA KAI

UNIT STANDARD 25475 (VERSION 6)

Plan, prepare, carry out, and evaluate the harvesting of crops in accordance with tikanga

(Level 3, Credits 10)

ĀKONGA BOOKLET

Name/ Ingoa

Provider/ School/ Kura

Assessor/ Kaiako

NSN Number

L
E
V
E
L
3

Tēnā koe

This is an assessment booklet for Whakamahi Whenua unit standard 25475: **Plan, prepare, carry out, and evaluate the harvesting of crops in accordance with tikanga**

Assessment criteria

Paetae/Achieved

There are FOUR (4) assessment tasks for this unit standard that you must correctly complete to meet the assessment task.

Instructions

For this unit standard, you will:

Observe and listen to your kaiako carefully, take notes, photographs, or do illustrations as you go and keep them in a portfolio to use in your manual.

For this unit standard, you will:

- Plan and prepare to harvest TWO crops.
- Harvest the crops.
- Evaluate the outcome of the crops after harvest in terms of storage, any deviations, and enhancing the future outcome of the crops.

Range Crops may include root grown and/or seed grown crops.

Referencing

Please remember to reference where you get your information from for this task. You may talk to your kaiako/assessor about how to reference and/or use the examples below.

EXAMPLES OF REFERENCING STYLES

1 Book

King, M. (2000). *Wrestling with the angel: A life of Janet Frame*. Auckland, New Zealand: Viking.

2 Course handout/Lecture notes (electronic version)

Archard, S., Merry, R., & Nicholson, C. (2011). Karakia and waiata [PowerPoint slides]. Retrieved from TEPS757-11B (NET): Communities of Learners website: <http://elearn.waikato.ac.nz/mod/resource/view.php?id=174650>.

3 Film

Māori Television (Producer). (2016). Iwi Anthems, Series 2 Episode 5 [video file]. Retrieved from: <http://www.maoritelevision.com/tv/shows/iwi-anthems/S02E005/iwi-anthems-series-2-episode-5>.

4 Magazine/Newspaper article – popular/trade/general interest

Fox, D. (2015, 15 September). Viewpoint: Not one more acre. *Mana*. Retrieved from: <http://www.mana.co.nz/heritage/viewpoint.html>.

5 Personal Communication (letters, telephone conversations, emails, personal interviews, private social networking) – no reference list entry required (not recoverable); however, for quoting or citing in text

J. Jackson, personal communication, March 12, 2011.

6 Webpage

New Zealand Trade and Enterprise. (n.d.). Agribusiness. Retrieved from <https://www.nzte.govt.nz/en/export/market-research/agribusiness/>.

Conditions

- All activities must be correctly completed before credits are awarded.
- You and your pouako/assessor will discuss your choice of presentation method and resources (e.g. computer, cameras etc).
- Activities must be completed in class time only however the gathering of information may take place whenever the opportunity arises.
- Your pouako/assessor will discuss with you the processes for reassessment.
- Your pouako may arrange access to internet or libraries, to marae, art galleries, and museums.
- You may work in pairs or groups however you will be assessed individually.

Resources

- Pouako handouts, camera for photographs, folders etc to keep information in.

Authenticity

As per NZQA requirements, all work submitted for assessment must be produced by you.

You may work with and learn from others to gather information from a variety of sources. However, your kaiako/assessor must be clear that the work to be assessed has been processed and produced by you.

To help manage authenticity of your work, you will need to use your own words (and provide references).

If you have any pātai, or are unsure about anything, talk to your kaiako/assessor.

For further information, please refer to the following link:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

Outcome 1 **Plan the harvesting of crops in accordance with tikanga and crop requirements.**

Assessment Task 1

Harvesting plan.

In consultation with your whānau, hapū or hapori select TWO crops for harvesting.

Develop a plan to harvest crops.

Write at least TWO objectives for the plan that may include but is not limited to:

- quantity
- quality
- grading
- future prospects.

Analyse the maramataka and observations of Matariki and plan the optimum times for harvesting of crops.

Investigate methods for the harvesting of crops in accordance with crops requirements and local tikanga.

Forecast at least TWO deviations to the plan in accordance with the crops requirements and local tikanga.

Deviations may include but is not limited to:

- weather conditions
- equipment shortage or breakdowns
- crop diseases.

Make sure your plan meets the requirements of each crop and local tikanga.

Present your plan to the whānau, hapū or hapori for their approval.

Outcome 2 Prepare the harvesting of crops in accordance with the plan, tikanga and crop requirements.

Assessment Task 2

Prepare for harvesting.

This is a practical and group activity; however, you will be assessed individually.

Prepare the tools for harvesting in accordance with the crops requirements and local tikanga.

Prepare storage in accordance with the storage plan and local tikanga.

(The assessor will have a checklist to check off as you work that must be accompanied with photographs).

Outcome 3 Carry out the harvesting of the crops in accordance with the plan, tikanga and crop requirements.

Assessment Task 3

Carry out the harvest of crops.

This is a practical and group activity; however, you will be assessed individually.

Harvest crops in accordance with:

- the crops requirements
- the plan
- local tikanga.

Outcome 4 Evaluate the harvesting of the crops.

Assessment Task 4

Evaluate the harvest of crops.

Present an evaluation report on:

- the methods applied in the storage of the crop in relation to the outcome of the crop
- any deviations from the plan in terms of the effects on the outcome of the crop during storage
- areas for improvements in the propagation in terms of enhancing the future outcome of the crop.

Notes:



MAHINGA KAI

UNIT STANDARD 25477 (VERSION 6)

Plan, prepare, carry out, and evaluate the storage of crops in accordance
with tikanga

(Level 3, Credits 10)

ĀKONGA BOOKLET

L
E
V
E
L

3

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Whakamahi Whenua unit standard 25477: **Plan, prepare, carry out, and evaluate the storage of crops in accordance with tikanga**

Assessment criteria

Paetae/Achieved

There are FOUR assessment tasks for this standard that you must correctly complete to be awarded the credits.

Instructions

For this unit standard, you will:

- Develop a storage plan.
- Prepare the storage bed.
- Carry out the storage of a crops and the maintenance of the propagation bed and the crop.
- Write an evaluation report on the production of the crop.

If you have completed unit standard 25469 you and your whānau, hapū or hapori may choose a crop from your instruction manual

Referencing

Please remember to reference where you get your information from for this task. You may talk to your kaiako/assessor about how to reference and/or use the examples below.

EXAMPLES OF REFERENCING STYLES

1 Book

King, M. (2000). *Wrestling with the angel: A life of Janet Frame*. Auckland, New Zealand: Viking.

2 Course handout/Lecture notes (electronic version)

Archard, S., Merry, R., & Nicholson, C. (2011). Karakia and waiata [PowerPoint slides]. Retrieved from TEPS757-11B (NET): Communities of Learners website: <http://elearn.waikato.ac.nz/mod/resource/view.php?id=174650>.

3 Film

Māori Television (Producer). (2016). Iwi Anthems, Series 2 Episode 5 [video file]. Retrieved from: <http://www.maoritelevision.com/tv/shows/iwi-anthems/S02E005/iwi-anthems-series-2-episode-5>.

4 Magazine/Newspaper article – popular/trade/general interest

Fox, D. (2015, 15 September). Viewpoint: Not one more acre. *Mana*. Retrieved from: <http://www.mana.co.nz/heritage/viewpoint.html>.

5 Personal Communication (letters, telephone conversations, emails, personal interviews, private social networking) – no reference list entry required (not recoverable); however, for quoting or citing in text

J. Jackson, personal communication, March 12, 2011.

6 Webpage

New Zealand Trade and Enterprise. (n.d.). Agribusiness. Retrieved from <https://www.nzte.govt.nz/en/export/market-research/agribusiness/>.

Conditions

- All activities must be correctly completed before credits are awarded.
- You and your pouako/assessor will discuss your choice of presentation method and resources (e.g. computer, cameras etc).
- Activities must be completed in class time only however the gathering of information may take place whenever the opportunity arises.
- Your pouako/assessor will discuss with you the processes for reassessment.
- Your pouako may arrange access to internet or libraries, to marae, art galleries, and museums.
- You may work in pairs or groups however you will be assessed individually.

Resources

- Pouako handouts, camera for photographs, folders etc to keep information in.

Authenticity

As per NZQA requirements, all work submitted for assessment must be produced by you.

You may work with and learn from others to gather information from a variety of sources. However, your kaiako/assessor must be clear that the work to be assessed has been processed and produced by you.

To help manage authenticity of your work, you will need to use your own words (and provide references).

If you have any pātai, or are unsure about anything, talk to your kaiako/assessor.

For further information, please refer to the following link:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

Outcome 1 Plan the storage of crops in accordance with tikanga and crop requirements.
Assessment Task 1
In consultation with your whānau, hapū or hāpori.

Develop a plan for the storage of TWO crops in accordance with:

- crops requirements, and
- local tikanga.

ONE storage practice that may include but is not limited to –

- indoor, or
- outdoor.

TWO storage methods that may include but is not limited to –

- mahiti
- curing
- elevated
- rua.

A forecast for at least TWO deviations to the plan that may include but is not limited to –

- crop diseases
- moisture
- temperature.

Present your plan to the whānau, hapū or hāpori for their approval.

Outcome 2 Prepare the storage facility in accordance with the plan, tikanga and crop requirements.

Assessment Task 2

Prepare the storage facility.

This is a practical and group activity; however, you will be assessed individually.

Prepare TWO storage facilities in accordance with:

- crops requirements
- the plan
- local tikanga.

Storage facilities can either be traditional and/or contemporary, in or out doors.

Prepare the equipment for the storage facilities in accordance with:

- crops requirements
- local tikanga.

(The assessor will have a checklist to check off as you work that must be accompanied with photographs).

Outcome 3 Carry out the storage of crops in accordance with the plan, tikanga and crop requirements.

Assessment Task 3

Carry out the storage of crops.

This is a practical and group activity however you will be assessed individually.

Carry out the storage of crops in accordance with:

- crops requirements
- the plan
- local tikanga.

The assessor will have a checklist to check off as you work.

Outcome 4 Evaluate the storage of crops.

Assessment Task 4

Evaluate the storage of the crops.

Write an evaluation report on the storage of crops in accordance with local tikanga.

The report must evaluate:

- the methods applied in the storage of the crop in terms of the outcome of the crop
- any deviations from the plan in relation to terms of effects the crops outcome
- Area's for improvements in storage in terms of enhancing the future outcome of the crop

Notes:

Notes:

Notes: